



August 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Comprehensive Assessment System is the State's measure of student progress in achieving the State standards known as *Learning Results*. The Maine Educational Assessment (MEA) is administered in grades 3 through 8 to meet these state assessment requirements. Since the spring of 2006, the SAT Reasoning Test™ (SAT) has been administered to students in their third year of high school in place of the MEA for state and federal purposes. The move from the MEA to the SAT in grade 11 was made to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure academic achievement. This year, the mathematics portion of the SAT Reasoning Test™ was augmented with 11 additional mathematics items (the Math-A test) to more fully measure Maine's *Learning Results*. The assessment continues to include science testing, which resumed last year after a two-year hiatus. The combined set of tests comprises the Maine High School Assessment (MHSA).

These 2008-2009 Maine High School Assessment Summary Reports contain the results of student performance in critical reading, mathematics, writing, and science reported according to the academic standards described above and disaggregated by student and school characteristics. The MHSA achievement level standards for the 2009 critical reading, writing, mathematics and science sections of the MHSA were determined by Maine educators with specific expertise within the content areas. This report, together with individual student and subject-specific student roster reports, provides support for use in program evaluation and planning. All scores contained in these reports are included for Maine state and federal reporting purposes only. While scores from the SAT may also be used for college admission by most students, they may not be used for that purpose if a student received accommodations during the test administration that exceeded those made available by the College Board.

These results reflect scores based on SAT, Math-A, and Science test questions that were taken by over 15,000 students who were enrolled in their third year of high school across all Maine public schools. The MHSA employs an assessment design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics and science questions, and in all subjects, select answers to multiple-choice questions. More information about the design, history, and use of the SAT can be found at: [http://www.maine.gov/education/sat\\_initiative/](http://www.maine.gov/education/sat_initiative/).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and graduate from any Maine high school prepared for college, career, and citizenship.

Sincerely,

Susan A. Gendron  
Commissioner of Education



# High School Report

Test Date: May 2009  
Code: 11751430  
SAU: Westbrook School Department  
School: Westbrook High School

## Contents of the Report

The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

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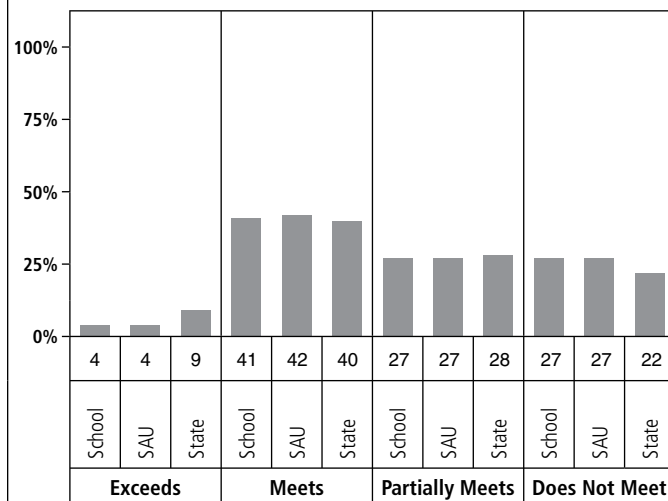
# SUMMARY OF SCORES

Test Date: May 2009  
SAU: Westbrook School Department  
School: Westbrook High School

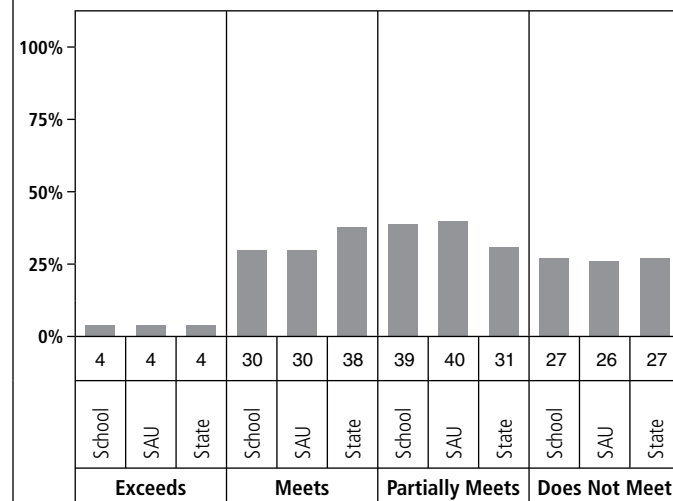
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>Critical Reading</b>			
2006–2007	1138	1138	1141
2007–2008	1139	1140	1141
<b>2008–2009</b>	<b>1138</b>	<b>1139</b>	<b>1141</b>
Cum Average*	1138	1139	1141
<b>Mathematics</b>			
2006–2007	1139	1139	1140
2007–2008	1141	1141	1141
<b>2008–2009</b>	<b>1140</b>	<b>1140</b>	<b>1141</b>
Cum Average*	1140	1140	1141
<b>Writing</b>			
2006–2007	1137	1136	1141
2007–2008	1138	1138	1140
<b>2008–2009</b>	<b>1136</b>	<b>1136</b>	<b>1140</b>
Cum Average*	1137	1137	1140
<b>Science</b> <b>2008–2009**</b>	<b>1138</b>	<b>1138</b>	<b>1140</b>

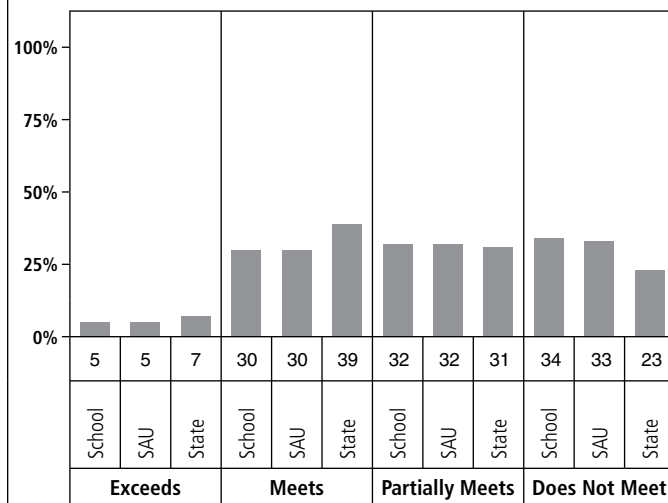
## CRITICAL READING



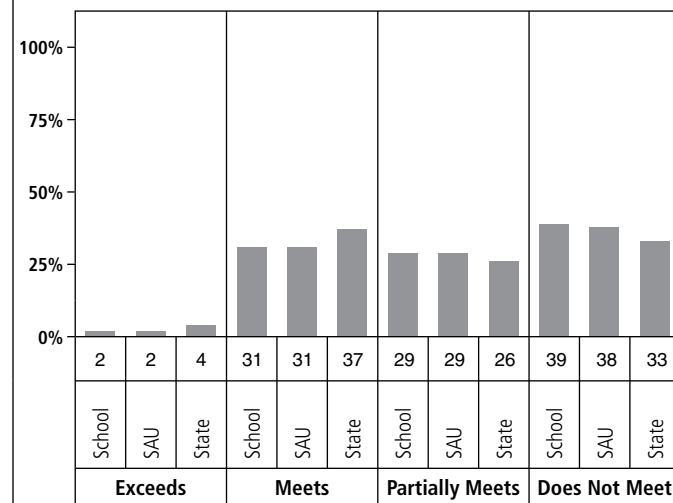
## MATHEMATICS



## WRITING



## SCIENCE



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

\*\*Because science standards were reset in May 2009, no historical data are available.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2009  
SAU: Westbrook School Department  
School: Westbrook High School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total number of students	214	100	211	100	15632	100	209	99	206	99	14928	96	211	100	208	100	15274	98	209	99	206	99	14926	96	210	99	207	99	15079	97
Ethnicity African American/Black	9	4	9	4	341	2	8	100	8	100	310	91	8	100	8	100	322	95	8	100	8	100	309	91	8	100	8	100	317	93
American Indian or Native Alaskan	1	0	1	0	111	1	1	100	1	100	101	91	1	100	1	100	107	96	1	100	1	100	101	91	1	100	1	100	103	93
Asian or Pacific Islander	4	2	4	2	241	2	4	100	4	100	221	92	4	100	4	100	229	95	4	100	4	100	221	92	4	100	4	100	227	94
Hispanic	2	1	2	1	166	1	2	100	2	100	156	94	2	100	2	100	162	98	2	100	2	100	156	94	2	100	2	100	155	93
Caucasian/White	198	93	195	92	14773	95	194	98	191	98	14140	96	196	99	193	99	14454	98	194	98	191	98	14139	96	195	99	192	99	14277	97
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	30	14	28	13	2327	15	29	97	27	96	2108	91	29	97	27	96	2200	95	29	97	27	96	2099	91	28	93	26	93	2140	92
Current LEP	5	2	5	2	262	2	5	100	5	100	232	89	5	100	5	100	246	94	5	100	5	100	231	88	5	100	5	100	240	92
Economically disadvantaged	71	33	70	33	4634	30	68	96	67	96	4263	92	70	99	69	99	4451	96	68	96	67	96	4262	92	69	97	68	97	4383	95
Migrant	0	0	0	0	5	0	0	0	0	0	4	80	0	0	0	0	5	100	0	0	0	0	4	80	0	0	0	0	5	100

MODE OF PARTICIPATION <sup>3</sup>	Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N		N		N		N		N		N		N		N		N		N		N		N	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Participation without accommodations	173	81	172	82	13079	84	175	82	174	82	13417	86	173	81	172	82	13084	84	175	82	174	82	13288	85
Identified disability (PET/IEP)	3	2	3	2	727	6	3	2	3	2	814	6	3	2	3	2	725	6	3	2	3	2	802	6
LEP	2	1	2	1	170	1	2	1	2	1	181	1	2	1	2	1	170	1	2	1	2	1	177	1
504 plan	7	4	7	4	238	2	7	4	7	4	245	2	7	4	7	4	238	2	7	4	7	4	241	2
Participation with accommodations	35	16	33	16	1626	10	35	16	33	16	1636	10	35	16	33	16	1624	10	34	16	32	15	1579	10
Identified disability (PET/IEP)	25	71	23	70	1158	71	25	71	23	70	1165	71	25	71	23	70	1156	71	24	71	22	69	1126	71
LEP	3	9	3	9	56	3	3	9	3	9	59	4	3	9	3	9	55	3	3	9	3	9	57	4
504 plan	0	0	0	0	79	5	0	0	0	0	79	5	0	0	0	0	80	5	0	0	0	0	77	5
Other	8	23	8	24	360	22	8	23	8	24	360	22	8	23	8	24	360	22	8	24	8	25	345	22
Participation through alternate assessment (PAAP)	1	0	1	0	223	1	1	0	1	0	221	1	1	0	1	0	218	1	1	0	1	0	212	1
Identified disability (PET/IEP)	1	100	1	100	223	100	1	100	1	100	221	100	1	100	1	100	218	100	1	100	1	100	212	100
LEP	0	0	0	0	6	3	0	0	0	0	6	3	0	0	0	0	6	3	0	0	0	0	6	3
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0																		
Approved non-participation – special consideration	2	1	2	1	24	0	2	1	2	1	34	0	2	1	2	1	24	0	2	1	2	1	26	0
Non-participation – other	3	1	3	1	680	4	1	0	1	0	324	2	3	1	3	1	682	4	2	1	2	1	527	3

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# CRITICAL READING RESULTS

**Test Date:** May 2009  
**SAU:** Westbrook School Department  
**School:** Westbrook High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the reading standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 1162-1180)	2006-2007	6	3	6	3	1168	8
	2007-2008	11	7	11	7	1184	8
	<b>2008-2009</b>	<b>9</b>	<b>4</b>	<b>9</b>	<b>4</b>	<b>1339</b>	<b>9</b>
	Cum. Total*	26	5	26	5	3691	8
<b>Meets the Standards</b> – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 1142-1160)	2006-2007	60	34	57	33	5714	38
	2007-2008	66	40	65	40	5885	40
	<b>2008-2009</b>	<b>86</b>	<b>41</b>	<b>86</b>	<b>42</b>	<b>5897</b>	<b>40</b>
	Cum. Total*	212	38	208	38	17496	40
<b>Partially Meets the Standards</b> – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 1130-1140)	2006-2007	67	38	66	38	4728	31
	2007-2008	52	31	48	30	4093	28
	<b>2008-2009</b>	<b>56</b>	<b>27</b>	<b>55</b>	<b>27</b>	<b>4169</b>	<b>28</b>
	Cum. Total*	175	32	169	31	12990	29
<b>Does Not Meet the Standards</b> – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 1100-1128)	2006-2007	45	25	46	26	3444	23
	2007-2008	37	22	37	23	3417	23
	<b>2008-2009</b>	<b>57</b>	<b>27</b>	<b>55</b>	<b>27</b>	<b>3255</b>	<b>22</b>
	Cum. Total*	139	25	138	26	10116	23

# CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009  
SAU: Westbrook School Department  
School: Westbrook High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	208	9	4	86	41	56	27	57	27	1138	205	4	42	27	27	1139	14660	9	40	28	22	1141
<b>Ethnicity</b>																						
African American/Black	8	0	0	2	25	1	13	5	63	1128	8	0	25	13	63	1128	303	3	23	27	47	1133
American Indian or Native Alaskan	1										1						100	5	27	30	38	1135
Asian or Pacific Islander	4										4						219	11	34	28	26	1141
Hispanic	2										2						151	3	34	33	30	1137
Caucasian/White	193	9	5	82	42	54	28	48	25	1139	190	5	43	28	24	1139	13887	9	41	28	21	1141
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	28	0	0	5	18	5	18	18	64	1127	26	0	19	19	62	1128	1865	1	11	24	64	1127
No	180	9	5	81	45	51	28	39	22	1140	179	5	45	28	22	1140	12795	10	45	29	16	1143
<b>Current LEP</b>																						
Yes	5	0	0	0	0	1	20	4	80	1127	5	0	0	20	80	1127	225	0	9	22	68	1126
No	203	9	4	86	42	55	27	53	26	1139	200	5	43	27	26	1139	14435	9	41	29	21	1141
<b>Economically disadvantaged</b>																						
Yes	68	1	1	24	35	17	25	26	38	1135	67	1	36	25	37	1135	4120	3	30	32	35	1136
No	140	8	6	62	44	39	28	31	22	1140	138	6	45	28	22	1140	10540	11	44	27	17	1143
<b>Migrant</b>																						
Yes	0										0						3					
No	208	9	4	86	41	56	27	57	27	1138	205	4	42	27	27	1139	14657	9	40	28	22	1141
<b>Gender</b>																						
Female	87	3	3	44	51	27	31	13	15	1142	86	3	51	30	15	1142	7098	10	43	29	18	1142
Male	121	6	5	42	35	29	24	44	36	1136	119	5	35	24	35	1137	7562	9	37	28	26	1140
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						291	3	28	28	41	1135
No	208	9	4	86	41	56	27	57	27	1138	205	4	42	27	27	1139	14369	9	40	28	22	1141
<b>Gifted/talented program</b>																						
Yes	12	5	42	5	42	1	8	1	8	1155	12	42	42	8	8	1155	520	52	45	3	1	1161
No	196	4	2	81	41	55	28	56	29	1137	193	2	42	28	28	1138	14140	8	40	29	23	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# MATHEMATICS RESULTS

Test Date: May 2009  
SAU: Westbrook School Department  
School: Westbrook High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the mathematics standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within mathematics at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (scaled score 1162-1180)	2006-2007	4	2	3	2	578	4
	2007-2008	6	4	6	4	637	4
	<b>2008-2009</b>	<b>8</b>	<b>4</b>	<b>8</b>	<b>4</b>	<b>596</b>	<b>4</b>
	Cum. Total*	18	3	17	3	1811	4
<b>Meets the Standards</b> – The student's work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (scaled score 1142-1160)	2006-2007	61	34	60	34	5481	36
	2007-2008	62	36	61	37	5508	37
	<b>2008-2009</b>	<b>64</b>	<b>30</b>	<b>63</b>	<b>30</b>	<b>5674</b>	<b>38</b>
	Cum. Total*	187	33	184	33	16663	37
<b>Partially Meets the Standards</b> – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems and apply concepts. (scaled score 1134-1140)	2006-2007	55	30	53	30	4754	31
	2007-2008	61	36	58	35	5065	34
	<b>2008-2009</b>	<b>82</b>	<b>39</b>	<b>82</b>	<b>40</b>	<b>4622</b>	<b>31</b>
	Cum. Total*	198	35	193	35	14441	32
<b>Does Not Meet the Standards</b> – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and apply concepts. (scaled score 1100-1132)	2006-2007	62	34	62	35	4607	30
	2007-2008	42	25	41	25	3660	25
	<b>2008-2009</b>	<b>56</b>	<b>27</b>	<b>54</b>	<b>26</b>	<b>4116</b>	<b>27</b>
	Cum. Total*	160	28	157	28	12383	27

# MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009  
SAU: Westbrook School Department  
School: Westbrook High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	210	8	4	64	30	82	39	56	27	1140	207	4	30	40	26	1140	15008	4	38	31	27	1141
<b>Ethnicity</b>																						
African American/Black	8	0	0	0	0	5	63	3	38	1135	8	0	0	63	38	1135	315	1	15	29	56	1134
American Indian or Native Alaskan	1										1						106	1	20	31	48	1134
Asian or Pacific Islander	4										4						227	11	41	28	21	1144
Hispanic	2										2						157	1	27	25	46	1136
Caucasian/White	195	7	4	64	33	72	37	52	27	1140	192	4	33	38	26	1140	14203	4	39	31	27	1141
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	28	0	0	2	7	6	21	20	71	1130	26	0	8	23	69	1131	1959	0	7	19	73	1130
No	182	8	4	62	34	76	42	36	20	1141	181	4	34	42	20	1141	13049	5	42	33	21	1142
<b>Current LEP</b>																						
Yes	5	0	0	1	20	4	80	0	0	1140	5	0	20	80	0	1140	239	0	14	24	62	1132
No	205	8	4	63	31	78	38	56	27	1140	202	4	31	39	27	1140	14769	4	38	31	27	1141
<b>Economically disadvantaged</b>																						
Yes	70	3	4	14	20	26	37	27	39	1137	69	4	20	38	38	1137	4306	1	24	33	42	1136
No	140	5	4	50	36	56	40	29	21	1141	138	4	36	41	20	1141	10702	5	43	30	21	1142
<b>Migrant</b>																						
Yes	0										0						4					
No	210	8	4	64	30	82	39	56	27	1140	207	4	30	40	26	1140	15004	4	38	31	27	1141
<b>Gender</b>																						
Female	87	3	3	30	34	34	39	20	23	1139	86	3	34	40	23	1139	7248	3	38	33	27	1140
Male	123	5	4	34	28	48	39	36	29	1140	121	4	28	40	28	1140	7760	5	38	29	28	1141
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						293	1	23	37	39	1137
No	210	8	4	64	30	82	39	56	27	1140	207	4	30	40	26	1140	14715	4	38	31	27	1141
<b>Gifted/talented program</b>																						
Yes	12	7	58	3	25	1	8	1	8	1161	12	58	25	8	8	1161	521	31	63	4	2	1157
No	198	1	1	61	31	81	41	55	28	1138	195	1	31	42	27	1138	14487	3	37	32	28	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# WRITING RESULTS

Test Date: May 2009  
SAU: Westbrook School Department  
School: Westbrook High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the writing standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within writing at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision and overall effectiveness of a passage. The student's essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 1162-1180)	2006-2007	2	1	2	1	937	6
	2007-2008	8	5	8	5	962	7
	<b>2008-2009</b>	<b>10</b>	<b>5</b>	<b>10</b>	<b>5</b>	<b>1062</b>	<b>7</b>
	Cum. Total*	20	4	20	4	2961	7
<b>Meets the Standards</b> – The student's responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 1142-1160)	2006-2007	55	31	52	30	6167	41
	2007-2008	53	32	52	32	5564	38
	<b>2008-2009</b>	<b>62</b>	<b>30</b>	<b>62</b>	<b>30</b>	<b>5706</b>	<b>39</b>
	Cum. Total*	170	31	166	31	17437	39
<b>Partially Meets the Standards</b> – The student's responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 1130-1140)	2006-2007	74	42	73	42	4723	31
	2007-2008	70	42	67	42	4679	32
	<b>2008-2009</b>	<b>66</b>	<b>32</b>	<b>65</b>	<b>32</b>	<b>4487</b>	<b>31</b>
	Cum. Total*	210	38	205	38	13889	31
<b>Does Not Meet the Standards</b> – The student's responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (scaled score 1100-1128)	2006-2007	47	26	48	27	3227	21
	2007-2008	35	21	34	21	3376	23
	<b>2008-2009</b>	<b>70</b>	<b>34</b>	<b>68</b>	<b>33</b>	<b>3408</b>	<b>23</b>
	Cum. Total*	152	28	150	28	10011	23



# WRITING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009  
SAU: Westbrook School Department  
School: Westbrook High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	208	10	5	62	30	66	32	70	34	1136	205	5	30	32	33	1136	14663	7	39	31	23	1140
<b>Ethnicity</b>																						
African American/Black	8	0	0	1	13	1	13	6	75	1126	8	0	13	13	75	1126	302	2	22	32	44	1133
American Indian or Native Alaskan	1										1						100	2	23	35	40	1134
Asian or Pacific Islander	4										4						219	10	37	27	26	1141
Hispanic	2										2						151	4	29	32	35	1135
Caucasian/White	193	9	5	60	31	64	33	60	31	1137	190	5	32	33	31	1137	13891	7	40	31	23	1140
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	28	0	0	3	11	3	11	22	79	1122	26	0	12	12	77	1123	1861	0	8	21	71	1125
No	180	10	6	59	33	63	35	48	27	1138	179	6	33	35	27	1138	12802	8	43	32	16	1142
<b>Current LEP</b>																						
Yes	5	0	0	0	0	1	20	4	80	1125	5	0	0	20	80	1125	224	0	8	28	64	1127
No	203	10	5	62	31	65	32	66	33	1136	200	5	31	32	32	1137	14439	7	39	31	23	1140
<b>Economically disadvantaged</b>																						
Yes	68	3	4	17	25	15	22	33	49	1133	67	4	25	22	48	1133	4121	2	27	33	38	1134
No	140	7	5	45	32	51	36	37	26	1138	138	5	33	36	26	1138	10542	9	44	30	18	1142
<b>Migrant</b>																						
Yes	0										0						3					
No	208	10	5	62	30	66	32	70	34	1136	205	5	30	32	33	1136	14660	7	39	31	23	1140
<b>Gender</b>																						
Female	87	3	3	42	48	25	29	17	20	1141	86	3	49	28	20	1141	7103	9	43	31	17	1143
Male	121	7	6	20	17	41	34	53	44	1132	119	6	17	34	43	1133	7560	6	35	30	30	1138
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						291	3	25	36	35	1135
No	208	10	5	62	30	66	32	70	34	1136	205	5	30	32	33	1136	14372	7	39	30	23	1140
<b>Gifted/talented program</b>																						
Yes	12	7	58	3	25	1	8	1	8	1158	12	58	25	8	8	1158	520	43	52	3	1	1159
No	196	3	2	59	30	65	33	69	35	1135	193	2	31	33	35	1135	14143	6	38	32	24	1139

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE RESULTS

Test Date: May 2009  
SAU: Westbrook School Department  
School: Westbrook High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the science standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within science at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

**Exceeds the Standards** – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 1162-1180)

2008-2009\*

**Meets the Standards** – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 1142-1160)

2008-2009\*

**Partially Meets the Standards** – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 1134-1140)

2008-2009\*

**Does Not Meet the Standards** – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (scaled score 1100-1132)

2008-2009\*

## STUDENTS AT EACH ACHIEVEMENT LEVEL

School		SAU		State	
N	%	N	%	N	%
4	2	4	2	602	4
64	31	64	31	5431	37
60	29	60	29	3876	26
81	39	78	38	4958	33

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	56	100	20.65	36.9	20.89	37.3	22.76	40.6
D. The Physical Setting	34	61	12.58	37.0	12.69	37.3	13.63	40.1
D1/D2 Earth/Space	14	25	5.48	39.1	5.52	39.4	6.05	43.2
D3/D4 Matter and Energy/Force and Motion	20	36	7.10	35.5	7.17	35.9	7.58	37.9
E. The Living Environment	22	39	8.08	36.7	8.20	37.3	9.13	41.5

The MHSA assesses students' science knowledge based on questions that measure the science accountability content standards highlighted in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

### Content Standard D. The Physical Setting

- D1 - Universe and Solar System
- D2 - Earth
- D3 - Matter and Energy
- D4 - Force and Motion

### Content Standard E. The Living Environment

- E1 - Biodiversity
- E2 - Ecosystems
- E3 - Cells
- E4 - Heredity and Reproduction
- E5 - Evolution

# SCIENCE RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009  
SAU: Westbrook School Department  
School: Westbrook High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	209	4	2	64	31	60	29	81	39	1138	206	2	31	29	38	1138	14867	4	37	26	33	1140
<b>Ethnicity</b>																						
African American/Black	8	0	0	0	0	3	38	5	63	1132	8	0	0	38	63	1132	311	1	18	20	61	1133
American Indian or Native Alaskan	1										1						102	1	19	30	50	1135
Asian or Pacific Islander	4										4						225	5	40	20	36	1141
Hispanic	2										2						152	2	23	18	57	1136
Caucasian/White	194	4	2	63	32	55	28	72	37	1138	191	2	33	29	36	1139	14077	4	37	26	32	1141
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	27	0	0	3	11	4	15	20	74	1131	25	0	12	16	72	1132	1928	0	9	18	72	1131
No	182	4	2	61	34	56	31	61	34	1139	181	2	34	31	33	1139	12939	5	41	27	28	1142
<b>Current LEP</b>																						
Yes	5	0	0	1	20	0	0	4	80	1132	5	0	20	0	80	1132	234	0	10	11	79	1129
No	204	4	2	63	31	60	29	77	38	1138	201	2	31	30	37	1138	14633	4	37	26	33	1140
<b>Economically disadvantaged</b>																						
Yes	69	1	1	14	20	21	30	33	48	1136	68	1	21	31	47	1136	4264	2	24	26	47	1136
No	140	3	2	50	36	39	28	48	34	1139	138	2	36	28	33	1139	10603	5	41	26	28	1142
<b>Migrant</b>																						
Yes	0										0						4					
No	209	4	2	64	31	60	29	81	39	1138	206	2	31	29	38	1138	14863	4	37	26	33	1140
<b>Gender</b>																						
Female	87	0	0	22	25	23	26	42	48	1136	86	0	26	27	48	1136	7179	2	32	29	37	1139
Male	122	4	3	42	34	37	30	39	32	1139	120	3	35	31	31	1140	7688	6	40	23	30	1142
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						287	2	23	26	49	1136
No	209	4	2	64	31	60	29	81	39	1138	206	2	31	29	38	1138	14580	4	37	26	33	1140
<b>Gifted/talented program</b>																						
Yes	12	3	25	7	58	2	17	0	0	1155	12	25	58	17	0	1155	517	28	65	6	1	1156
No	197	1	1	57	29	58	29	81	41	1137	194	1	29	30	40	1137	14350	3	35	27	35	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number